

Individual Learning Plans

STATE POLICIES

Arkansas

Effective Class of 2010 – All students must complete the "Smart Core" requirements unless parent/guardian waives student's participation, in which case the student will complete the common core requirements.

Source: Code Ark. R. 005 19 007

Delaware

Beginning with the 2007-2008 school year, all middle schools must develop an *Individual Learning Plan* (ILP) for all 8th grade students. ILPs must be developed by the student, student's parent, guidance counselor and at least one core content teacher. For the 2007-2008 school year only, all high schools must develop an ILP for all 9th grade students. An ILP may include a fifth year of high school for students who have failed courses in English, math, science or social studies. Changes to a student's ILP require consultation with the student and his/her parent.

Source: Code Del Regs. 14 100 6.0, 14 505

District of Columbia

Effective for students entering grade 9 in the 2007-2008 school year (Class of 2011) – At the beginning of 9th grade, students must, with the assistance and signed approval of the school counselor, develop a *graduation plan* setting forth the courses they will take during their high school career.

Source: D.C. MUN. REGS. Tit. V, § 2203.1

Florida

State has standard 4-year diploma as well as 3-year standard college-preparatory program and 3-year career-preparatory program. Before a student may choose to participate in a 3-year program, designated school staff must meet with the student and student's parent "to give an explanation of the relative requirements, advantages, and disadvantages of each graduation option." The student must also submit a signed parental consent form to the high school principal and guidance counselor, and must have scored at least 3 on the most recent Florida Comprehensive Assessment Test (FCAT) in reading, writing and math. "Beginning with the 2004-2005 school year, each district school board shall provide each student in grades 6 through 9 and their parents with information concerning the 3-year and 4-year high school graduation options..., including the respective curriculum requirements for those options, so that the students and their parents may select the *postsecondary education or career plan* that best fits their needs. The information shall include a time frame for achieving each graduation option." Students must select one of the graduation options before the end of grade 9. Local boards must "establish policies for extending

this deadline to the end of a student's first semester of grade 10 for a student who entered a Florida public school after grade 9 upon transfer from a private school or another state or who was prevented from choosing a graduation option due to illness during grade 9." If a student and parent fail to choose a graduation option, the student is considered to have chosen the standard 4-year diploma option. Effective Class of 2010 – Student not required to have earned at least 3 on reading, math and writing FCAT exams to select 3-year graduation option.

Source: FLA. STAT. ANN. § 1003.429

Hawaii

Effective Class of 2010 – Current .5 unit of "Guidance" required for graduation to be replaced with .5 unit "*Personal/Transition Plan*."

Source: Hawaii State BOE Policy 4540

Idaho

"Students will maintain a parent-approved *student learning plan* for their high school and post-high school options. The learning plan will be developed by students and parents or guardians with advice and recommendation from school personnel. It will be reviewed annually and may be revised at any time. The purpose of a parent-approved student learning plan is to outline a course of study and learning activities for students to become contributing members of society. A student learning plan describes, at a minimum, the list of courses and learning activities in which the student will engage while working toward meeting the district's graduation standards. The school district will have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the learning plan. A learning plan will not be required if the parent or guardian requests, in writing, that no learning plan be developed."

Source: IDAPA 08.02.03.104.03

Indiana

Effective Class of 2011 – All students must complete the Core 40 unless an individual exception is granted. "Upon the request of a student's parent, the student may be exempted from the Core 40 curriculum requirement set forth in subsection (b) and required to complete the general curriculum to be eligible to graduate. Except as provided in subsection (j), the student's parent and the student's counselor (or another staff member who assists students in course selection) shall meet to discuss the student's progress. Following the meeting, the student's parent shall determine whether the student will achieve greater educational benefits by: (1) continuing the general curriculum; or (2) completing the Core 40 curriculum."

Source: IND. CODE ANN. § 20-32-4-7

Iowa

Beginning with the 2006-2007 school year, each eighth grade student must develop "a *core curriculum plan* to guide the student toward the goal of successfully completing, at a minimum, the model core curriculum ... by the time the student graduates from high school." The plan must include career options and identify the coursework the student must take to support his/her postsecondary education and career options. If the student is under 18, the student's parent or guardian must sign the core curriculum plan developed with the student and the signed plan must be included in the student's records.

Source: IOWA CODE ANN. § 279.61

Kentucky

"Beginning with the graduating class of 2002, each student in a common school shall complete an *individual graduation plan* which incorporates emphasis on career development and shall have a total of at least 22 credits for high school graduation."

"Beginning with a student's eighth grade year, the *Individual Learning Plan* shall set learning goals for the student based on academic and career interests and shall identify required academic courses, electives and extracurricular opportunities aligned to the student's postsecondary goals. The school shall use information from the *Individual Learning Plan* about student needs for academic and elective courses to plan academic and elective offerings." Each school must maintain every student's *Individual Learning Plan*, which must be reviewed and approved at least annually by the student, parent and school officials.

Beginning with the Class of 2013, development of each student's *Individual Learning Plan* must begin by the end of 6th grade and must "be focused on career exploration and related postsecondary education and training needs."

Source: 704 KY. ADMIN. REGS. 3:305

Louisiana

"Prior to student scheduling each year, each middle, junior, or high school shall provide the parent/guardian/legal custodian with a listing of course offerings, the content of each, and high school graduation requirements where appropriate. 1. By the end of the eighth grade, each student shall develop, with the input of his family, a *Five Year Educational Plan*. Such a plan shall include a sequence of courses that is consistent with the student's stated goals for one year after graduation. 2. Each student's *Five Year Educational Plan* shall be reviewed annually thereafter by the student, parents, and school advisor and revised as needed. 3. Every middle, junior, or high school shall require that the parent/guardian/legal custodian sign his/her child's schedule form and the *Five Year Educational Plan* for students in grades 8-12."

Source: LA. ADMIN. CODE tit. 28, § CXV.901 (LAC 28:CXV.901); LA. REV. STAT. ANN. § 17:183.2

Michigan

Effective Class of 2011 – All grade 7 students must have the opportunity to develop an "*educational development plan*," and all students must have developed a plan by the time they enter high school. An *educational development plan* must be developed by the student under the supervision of the student's counselor or another qualified designee and must "be based on a career pathways program or similar career exploration program."

Source: MICH. COMP. LAWS ANN. § 380.1278b

Mississippi

Each student upon completion of grade 8 must have "developed a *career plan* which includes career goals, objectives, and a plan for achieving them; and selection of appropriate secondary and post-secondary curriculum. The parent/guardian is required to sign off on a student planned program of study."

Source: CMSR 36-000-064

Nevada

A.B. 212 mandates the development of district policies regarding the development of a *4-year academic plan* for each 9th grader. The *academic plan* must be developed by the student, student's parent and a school counselor, and must "set forth the specific educational goals [the student] intends to achieve" before high school graduation. The *academic plan* may include "the designation of a career pathway and enrollment in dual credit courses, career and technical education courses, advanced placement courses and honors courses."

The plan must be reviewed at least once each school year in consultation with a school counselor, and may be revised if necessary.

Source: 2007 [A.B. 212](#)

New Mexico

"At the end of grades 8 through 11, each student shall prepare an interim *next-step plan* that sets forth the coursework for the grades remaining until high school graduation. Each year's plan shall explain any differences from the previous interim next-step plans, shall be filed with the principal ... and shall be signed by the student, the student's parent or guardian and the student's guidance counselor or other school official charged with coursework planning for the student." Each *interim next-step plan* must specify "post-high-school goals" and "the coursework that will allow the student to achieve those goals." "Each student must complete a *final next-step plan* during the senior year and prior to graduation" to be filed with the principal and signed by the same individuals listed above. The final *next-step plan* must show "that the student has committed or intends to commit in the near future to" a four- or two-year postsecondary institution, "a trade or vocational program, an internship or apprenticeship, military service or a job." Students must develop all *next-step plans* in consultation with their "parent or guardian and school counselor or other school official charged with coursework planning for the student." Local boards must "ensure that each high school student has the opportunity to develop a next-step plan and is reasonably informed about: (1) curricular and course options; (2) opportunities available that lead to different post-high-school options; and (3) alternative opportunities available if the student does not finish a planned curriculum."

Source: N.M. STAT. ANN. § 22-13-1.1

Oklahoma

Effective Class of 2010 – "A student may enroll in a curriculum that does not meet the requirements of subsection A of this section upon approval of the parent or legal guardian of the student. School districts may require a parent or legal guardian of the student to meet with a designee of the school prior to enrollment in such a curriculum. The State Department of Education shall develop and distribute to school districts a form suitable for this purpose which shall include information on the benefits to students of completing the college preparatory curriculum required [by statute]."

Notes: In addition, "The State Department of Education shall collect and report data by school site and district on the number of students whose parents or legal guardians approve enrollment in other than the college preparatory curriculum required" by statute effective with the Class of 2010.

Source: OKLA. STAT. ANN. tit. 70, § 11-111

Oregon

Effective Class of 2007 – All students must (1) "develop an *education plan* and build an education profile"; (2) "build a collection of evidence, or include evidence in existing collections, to demonstrate extended application"; (3) "demonstrate career-related knowledge and skills in the following areas: personal management, problem solving, communication, teamwork, employment foundations, and career development"; and (4) "participate in career-related learning experiences outlined in the *education plan*..."

Source: OR. ADMIN. R. 581-022-1130

Rhode Island

Under development. "The expectation is that the elementary school (at Grade 5) will work with middle schools to develop a data-rich profile of each student to ease transition and to ensure proper placement that would lead to an *individualized learning plan* (ILP) or similar mechanism. In the near future, the Electronic Portfolio Network of the Bill and Melinda Gates Foundation's Graduation by Proficiency Grant will assist schools by developing formats and templates for ILPs."

Source: "Initial Guidance for the Graduation by Proficiency Component of the Regulations of the Board of Regents for Elementary and Secondary Education Regarding Public High Schools and Ensuring Literacy for Students Entering High School," February 4, 2004.

South Carolina

Effective with eighth-graders in the 2006-2007 school year (Class of 2011) – "Before the end of the second semester of the eighth grade, eighth grade students in consultation with their parents, guardians, or individuals appointed by the parents or guardians to serve as their designee shall select a preferred cluster of study and develop an *individual graduation plan*..." "An *individual graduation plan* is a student specific educational plan detailing the courses necessary for the student to prepare for graduation and to successfully transition into the workforce or postsecondary education. An *individual graduation plan* must: (1) align career goals and a student's course of study; (2) be based on the student's selected cluster of study and an academic focus within that cluster; (3) include core academic subjects, which must include, but are not limited to, English, math, science, and social studies to ensure that requirements for graduation will be met; (4) include experience-based, career-oriented learning experiences including, but not limited to, internships, apprenticeships, mentoring, co-op education, and service learning; (5) be flexible to allow change in the course of study but be sufficiently structured to meet graduation requirements and admission to postsecondary education; (6) incorporate provisions of a student's *individual education plan*, when appropriate; and (7) be approved by a certified school guidance counselor and the student's parents, guardians, or individuals appointed by the parents or guardians to serve as their designee." After the 2007-2008 school year, certified school guidance counselors and career specialists must counsel students in grades 9 and 10 "to further define their career cluster goals and *individual graduation plans*... Throughout high school, students must be provided guidance activities and career awareness programs that combine counseling on career options and experiential learning with academic planning to assist students in fulfilling their *individual graduation plans*." "Beginning with students in the sixth grade and continuing through high school, schools must schedule annual parent counseling conferences to assist parents, guardians, or individuals appointed by the parents or guardians and their children in making career choices and creating *individual graduation plans*. These conferences must include, but are

not limited to, assisting the student in identifying career interests and goals, selecting a cluster of study and an academic focus, and developing an *individual graduation plan*."

Source: S.C. CODE ANN. § 59-59-90, 59-59-110, 59-59-140, 59-59-160

South Dakota

Effective Class of 2010 – Students must enroll in courses required to complete the Advanced or Distinguished high school program. A student may be excused from this requirement "if the student's parent or guardian and a school counselor or school administrator agree that the student should instead take courses of instruction necessary to complete the basic high school program also established by the board"

Source: S.D. CODIFIED LAWS § 13-33-19; S.D. ADMIN. R. 24:43:11:06

Texas

All students must complete the "recommended" or "advanced" diploma requirements unless the student, student's parent and a school counselor or administrator "agree that the student should be permitted to take courses under the minimum high school program."

Source: TEX. EDUC. CODE ANN. § 28.025

Washington

Effective Class of 2008 – All students must adopt a "*high school and beyond plan*," "an education plan for their high school experience, including what they expect to do the year following graduation."

Source: WASH. ADMIN. CODE § 180-51-061

West Virginia

"An *Individualized Student Transition Plan* (hereinafter ISTP) covering grades 9-12 and the first year beyond graduation from high school is developed for every student in consultation with her/his parents/guardian and school counselor or advisor.

a. During the 8th grade year, each student's ISTP plan is developed for grades 9 and 10. The ISTP is based upon previous career awareness, exploration activities, and a review of the student's ACT EXPLORE results. The 8th grade guidance/advisement program will focus on teaching students and their parents to read the ACT EXPLORE student reports so that they may understand how to use the information provided within the Educational Planning and Assessment System (hereinafter EPAS) reports to transition to the level of performance required to meet the student's educational goals.

b. Each student, in consultation with his or her parents/guardian and school counselor or advisor, selects a broad career cluster for exploration in grades nine and ten and develops the ISTP based upon the choice of a career cluster. The student shall designate an educational pathway (professional or skilled) at this time. The student may amend his/her ISTP at the end of any semester.

c. For an eligible gifted student, a four-year education plan is developed during the 8th grade year by an IEP Team. The four-year education plan replaces the ISTP and includes the honors and Advanced Placement (hereinafter AP) and/or (International Baccalaureate (hereinafter IB) classes that must be provided for the student in grades 9-12.

d. For eligible students with disabilities the ISTP is developed during the 8th grade by an IEP Team.

- e. The parent(s)/guardian and student each sign and receive a copy of the ISTP.
- f. Students will designate a concentration by the end of their 10th grade year."

Notes: In addition, the state defines a "planned educational program" as "as an educational program that includes the state requirements for graduation as set forth in this document. The program places emphasis on preparation for college, advanced vocational programs, and/or employment. Students shall be encouraged to plan and follow a flexible, planned educational program and to accumulate units beyond the 21 required for graduation. The student's planned program shall be subject to periodic revision and designed to enhance the opportunity for success in chosen endeavors after graduation from high school."

Source: W. VA. CODE ST. R. § 126-42-5